



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

Test Specifications

English Language

End of Term 1 Exam – Cycle 1

GRADES
3-4

Overview

The Cycle 1 End-of-Term English Language assessments are designed to reflect the Structured Literacy approach outlined in the curriculum, ensuring systematic coverage of Literacy Readiness, Reading, Writing, and Grammar. The exam focuses on decoding multisyllabic words, applying spelling patterns, and accurately using high-frequency words, while also assessing students’ ability to read with fluency, comprehend age-appropriate texts, and produce legible writing. By aligning with the grade-level learning outcomes, the exams provide teachers with reliable evidence of students’ strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

Structure

Centralised

The assessment is divided into three parts:

- **Part 1 - Vocabulary:** Assesses skills at Mastery level
- **Part 2 - Reading:** Targets working towards Mastery and working at Mastery
- **Part 3 - Reading:** Targets working at Mastery and Mastery with Greater Depth
- **Part 4 - Writing:** Assesses student writing ability at Mastery level

	Part 1: Vocabulary	Part 2: Reading	Part 3: Reading	Part 3: Writing
Working toward Mastery		✓		
Working at Mastery	✓	✓	✓	✓
Mastery with Greater Depth			✓	

Curriculum Alignment

The Grade 3 and 4 English Language assessments are fully aligned with the curriculum, which is organised around carefully selected themes that provide meaningful and relatable contexts for language learning. This theme-based structure moves beyond a textbook-driven approach, allowing greater flexibility and creativity in both instruction and assessment. The integration of skills across vocabulary, reading, writing, and grammar ensures that assessments reflect real-world application and promote deeper engagement and understanding.

By drawing on connected themes, the assessments provide opportunities for students to link personal experiences to global ideas, supporting the development of fluency, critical thinking, and global competencies. Each task is designed to measure progress toward the Specific Student Learning Outcomes (SSLOs), ensuring that assessment is coherent, purposeful, and cumulative. Just as the curriculum uses the Scope and Sequence to plan weekly content, skills, grammar, and vocabulary, the assessments mirror this progression, offering a balanced evaluation of knowledge and skills. This alignment ensures that evidence gathered through assessment is both reliable and directly linked to curriculum goals, supporting teachers in identifying strengths, areas for support, and long-term mastery.

Timeline for Academic Term 1

Dates	Assessment
15-19 Sep	Diagnostic Assessments
20-28 Nov	End-of-Term Exams
04-05 Dec	End-of-Term Exams
08-12 Dec	Term 1 Make-up Exams

Assessment Structure

For all formal assessments, all final scores are entered into the gradebook out of 100.

Cycle 1		
Grade	Assessment	
Grades 1 & 2	School-based (formal) – 25%	SSA (centrally guided) – 10%
Grades 3 & 4	School-based (formal) – 10%	EOT1 (centralized) – 25%

Cycle 2		
Grade	Assessment	
Grades 5 - 8	School-based (formal) – 10%	EOT1 (centralized) – 25%

Cycle 3		
Grade	Assessment	
Grades 9 - 12	School-based (formal) – 10%	EOT1 (centralized) – 30%



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Cycle 1

English End of Term 1

Exam Test Specifications

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Grade

3

Academic Year 2025-2026: End of Term 1 Exam: Grade 3 – Test Specifications

3

Grade 3 General

Grade	Grade 3	CEFR		A1
Class	3 General			
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40
		Platform	Paper-based	Paper-based

Part	Level	Theme	Vocabulary			
Part 1A: Vocabulary	Working at Mastery: Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks.	Back to School Talk about school subjects, express preferences	<u>High frequency words:</u> school, different, I, am, like, the <u>Vocabulary:</u> classroom, library, computer, book, difficult, easy, interesting, different			
		Daily Routines Describe school/home routines	<u>High frequency words:</u> always, before, get, go, at, the <u>Vocabulary:</u> wake up, brush teeth, get dressed, eat breakfast, go to school, do homework, take a shower, go to bed			
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)		Construct Limits
		Matching (word-image) Match the word to the correct picture. There is one example. Skills Assessed: - Sight Word Recognition - Semantic Understanding (Vocabulary Knowledge)	Recognise, read, and spell grade appropriate high frequency words accurately in varied contexts, including homophones and words with irregular spelling patterns.	High Frequency Words 3.LR.HFW.1: Read and spell grade-level high-frequency words, including homophones.		10 words, 10 pictures 2 marks each (total: 20) 1 example

Part	Level	Theme	Vocabulary		
Part 1B: Vocabulary	Working at Mastery: Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks.	What We Wear Describe clothing and personal style	<u>High frequency words:</u> wearing, my, your, this, clothes, have <u>Vocabulary:</u> uniform, clothes, wear, comfortable, colourful, warm, cool, special		
		My Body, My Health Talk about health and body parts	<u>High frequency words:</u> can, can't, feel, head, hurt, better <u>Vocabulary:</u> shoulder, back, stomach, toothache, headache, feel, hurt, better		
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Gap-fill + Visual matching Complete the sentences from the word bank and match the sentence to the correct picture. There is one example. Skills Assessed: Word recognition	Use context, word parts, and reference tools to determine the meaning of new vocabulary in grade-level texts.	Vocabulary Development 5 x 3.R.VD.1: Identify the meaning of new words using sentence clues and word parts.	5 sentences with one gap 5 pictures 2 marks each (total 10) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 2: Reading	Working Toward Mastery: Asks and answers literal questions; responses may need prompting for completeness.	City Life (Give directions and describe places)	<u>High frequency words:</u> go, turn, left, right, walk, <u>Vocabulary:</u> supermarket, hospital, library, cinema, market, mosque, mall, park, beach, desert	"How do I get to...?", "Go straight", "Turn left/right", "It's opposite...", "Excuse me, where is...?"	FL. 6 Describing places FL.11 Asking for and giving directions
				Prepositions (movement) + Imperatives	
	Working at Mastery: Independently asks and answers both literal and inferential questions with complete, accurate responses.	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Sentence Cloze Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example. Skills Assessed: - Reading comprehension - Grammar	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 5 x 3.R.RC.1: Answer literal and inferential questions using text details.	1 descriptive text of 80 words (10% either way) 1 word bank with 5 correct answers, 2 distractors and 1 example 5 questions with gap-fill (3 marks each, total: 15) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 3: Reading	Working at Mastery Independently answers questions using appropriate details from the text as support.	Transportation Networks Talk about transport and travel routines	<u>High frequency words:</u> bus, car, by, in, on, at <u>Vocabulary:</u> bus, car, plane, train, boat, ticket, driver, passenger	"How do you get to...?", "I go by...", "I travel from...to...", "How long does it take?", "It takes..."	FL. 6 Describing places FL.11 Asking for and giving directions
				Prepositions (movement) + Present Simple	
	Mastery with Greater Depth Supports answers with strong, specific examples and can explain how their evidence supports their thinking.	Task Description Multiple-Choice Questions Read the text and answer the questions. Choose the correct answer. Choose A, B or C. Skills Assessed: ▪ Reading Comprehension ▪ Grammar	Achievement Objectives Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Specific Student Learning Outcomes (SSLOs) Reading Comprehension 2 x 3.R.RC.1: Answer literal and inferential questions using text details. 3 x 3.R.RC.5: Support answers with examples or details from the text.	Construct Limits ▪ 1 descriptive text of 100-120 words (10% either way) 5 questions with 3 options (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 4: Writing	Working at Mastery Consistently spells grade-level sight words correctly in independent writing. Consistently writes grammatically correct simple and compound sentences using varied subjects and verb forms. Produces consistently legible handwriting with correct letter size, shape and slant during structured writing tasks.	Our Homes Describe different homes and rooms	<u>High frequency words:</u> there, is, are, in, on, next <u>Vocabulary:</u> apartment, balcony, garden, upstairs, downstairs, next to, in, on	"There is/are...", "Where is the...?", "It's next to/in/on...", "We have...", "My house has..."	FL.7 Describing objects
				Prepositions (place) + Nouns (plurals regular)	
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Guided constructed response Write a complete sentence for the picture. Use the words in the circle to help you.	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Spelling & Word Use 3.W.SWU.1: Spell grade-level sight words correctly. Writing Production 3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms. Handwriting & Presentation 3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant.	▪ 3 constructed responses ▪ 1 image per response ▪ 1 word bank with 3 words per response ▪ 2 lines per response ▪ 40 marks, based on rubric

The image features a decorative background with a repeating pattern of light beige triangles. On the left side, there are two vertical bars: a thin dark grey one and a wider brown one. The word "Grade" is written in a brown, sans-serif font, positioned to the right of the brown bar.

Grade

4

Academic Year 2025-2026: End of Term 1 Exam: Grade 4 – Test Specifications

Grade	Grade 4	CEFR		A1-A2
Class	4 General			
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40
		Platform	Paper-based	Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Working at Mastery: Correctly recognises and uses high frequency words with multiple meanings (e.g., "bat," "watch") in varied sentences, showing understanding of context.	Back to School Expressing preferences about school subjects and setting goals	<u>High frequency words:</u> school, subject, more, than, best, like <u>Vocabulary:</u> timetable, classroom, uniform, homework, breaktime, lesson, library		
		Making Connections Understanding multicultural friendships and communities	<u>High frequency words:</u> because, friend, share, together, help and <u>Vocabulary:</u> friend, chat, message, group, talk, meet, listen, smile		
		Task Description	Achievement Objectives	Learning Outcomes	Construct Limits
		Matching (sentence–image) Match the sentence to the correct picture. There is one example. Skills Assessed: The student can independently recognise and apply high frequency words with multiple meanings in contextually appropriate ways across a range of oral and written tasks.	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	High Frequency Words 4.LR.HFW.3: Recognise and use high frequency words with multiple meanings.	5 sentences, 5 pictures 2 marks each (Total: 10) 1 example

Part	Level	Theme	Vocabulary		
Part 1B: Vocabulary	Working at Mastery: Consistently uses new vocabulary accurately in a range of oral and written tasks. Applies learned phonics patterns to independently decode and spell unfamiliar grade-level words with general accuracy in reading and writing.	School Rules and Values Explaining school expectations and values	<u>High frequency words:</u> must, follow, respect, listen, rules, the <u>Vocabulary:</u> rule, respect, kind, share, fair, honesty, helpful, polite		
		Feelings and Emotions Talking about emotions in different contexts	<u>High frequency words:</u> feel, when, excited, sad, happy, the <u>Vocabulary:</u> happy, worried, excited, tired, angry, shy, scared, bored		
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Word ordering – Spelling and Syntax Unscramble the word and complete the sentences. There is one example. Skills Assessed: ▪ Phonics and sentence-level decoding / Spelling	Expand vocabulary knowledge by using context clues, word parts, and reference tools to determine, clarify, and apply the meaning of unfamiliar words. Use advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words independently.	Vocabulary Development 4.R.VD.4 : Use new vocabulary accurately in a range of oral and written tasks. Phonics 4.LR.P.4: Use pattern recognition to decode and spell new vocabulary.	▪ 5 scrambled words ▪ 5 sentences with one gap each. ▪ 2 marks each ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 2: Reading	Working Toward Mastery: Answers literal and inferential questions well; evaluative questions may need support.	Community Matters Describing community places and their functions	<u>High frequency words:</u> place, near, library, hospital, go, is <u>Vocabulary:</u> hospital, mosque, market, school, park, fire station, museum, library	Present simple: "People go...", "Children visit...", "We use..." Purpose prepositions: "to" + verb (to read, to pray, to learn), "for" + noun (for help, for books)	FL.2 Greetings, making introductions, saying goodbye
				Present Simple + Prepositions (purpose - to/for)	
	Working at Mastery: Independently answers literal, inferential, and evaluative questions using appropriate text evidence.	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Sentence Cloze Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example. Skills Assessed: - Reading comprehension - Grammar	Demonstrate comprehension of increasingly complex texts by summarising key ideas, analysing details, making inferences, and justifying answers with evidence.	Reading Comprehension 4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.	1 descriptive text of 100 words (10% either way) 1 word bank with 5 correct answers, 2 distractors and 1 example 5 questions (3 working toward mastery, 2 working at mastery) with gap-fill (3 marks each, Total: 15) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 3: Reading	Working at Mastery Independently answers literal, inferential, and evaluative questions using appropriate text evidence.	City Life, Country Life Comparing urban and rural environments	<u>High frequency words:</u> city, quiet, busy, most, live, the	Present Simple + Coordinating Conjunctions	FL.6 Describing places
			<u>Vocabulary:</u> skyscraper, village, traffic, quiet, crowded, busy, tractor, animals	Coordinating conjunctions: and, but, or, so, yet Contrast vocabulary: busy/quiet, exciting/peaceful, modern/traditional Complex comparisons: "Cities are..., but villages are..." Lifestyle preferences: urban vs rural benefits	
	Mastery with Greater Depth Creates comprehensive summaries that capture important themes and can explain how details support main ideas.	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Mutiple-Choice Questions Read the text and answer the questions. Choose the correct answer. Skills Assessed: ▪ Reading Comprehension ▪ Grammar	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.RC.2: Summarise key ideas, themes and supporting details from a text.	▪ 1 descriptive text of 110-130 words (10% either way) 5 questions (3 working at Mastery, 2 Mastery with Greater Depth) with 3 options (3 marks each)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 4: Writing	Working at Mastery Effectively applies a range of syllabication strategies (e.g., chunking, identifying prefixes/suffixes) to decode unfamiliar multisyllabic words with minimal support.	World of Work Describing jobs and showing respect for different roles	<u>High frequency words:</u> work, job, helps, his, their, the <u>Vocabulary:</u> job, office, factory, engineer, nurse, builder, farmer, tools	Present Simple + Verb Forms (verb + to + infinitive)	FL.6 Describing places
				Verb + to + infinitive: work to, try to, want to, need to Purpose expressions: "to help", "to teach", "to make" Career vocabulary: doctor, teacher, engineer, pilot Work purposes: "People work to...", "Jobs help to..."	
	Consistently uses simple and compound sentences with correct grammar and varied sentence openers. Applies correct formatting features (e.g., titles, headings, paragraphs, spacing) appropriately for different writing purposes.	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Guided constructed response Write complete sentences for the picture. Use the words in the circle to help you. Skills Assessed: ▪ Vocabulary / Syntax	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Spelling & Word Use 4.W.SWU.1: Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes. Writing Production 4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers. Handwriting & Presentation 4.LR.HP.1: Format texts appropriately for different purposes with consistent layout.	▪ 3 constructed responses ▪ 1 image per response ▪ 1 word bank with 2 words per response ▪ 3 lines per response ▪ 40 marks, based on rubric